Forming	**Marks**
The student response has the following characteristics: • a considered rationale for the experiment • justified modifications to the methodology • a specific and relevant research question • a methodology that enables the collection of sufficient and relevant data • appropriate use of genre and referencing conventions	4–5
• a reasonable rationale for the experiment • feasible modifications to the methodology • a relevant research question • a methodology that enables the collection of relevant data • use of basic genre and referencing conventions	2–3
• a vague or irrelevant rationale for the experiment • inappropriate modifications to the methodology • an inappropriate research question • a methodology that causes the collection of insufficient and irrelevant data • inadequate use of genre and referencing conventions.	1
The student response does not match any of the descriptors above.	0

Finding	**Marks**
The student response has the following characteristics: • considered management of risks/ethical issues/environmental issues • collection of sufficient and relevant raw data • fluent and concise use of scientific language and representations	4–5
• management of risks/ethical issues/environmental issues • collection of relevant raw data • competent use of scientific language and representations	2–3
• inadequate management of risks/ethical issues/environmental issues • collection of insufficient and irrelevant raw data • simplistic use of language and representations.	1
The student response does not match any of the descriptors above.	0

Analysing	**Marks**
The student response has the following characteristics: • correct and relevant processing of data • thorough identification of relevant trends/patterns/relationships • thorough and appropriate identification of the uncertainty and limitations of evidence	4–5
• basic processing of data • identification of obvious trends/patterns/relationships • basic identification of uncertainty and/or limitations of evidence	2–3
• incorrect or irrelevant processing of data • identification of incorrect or irrelevant trends/patterns/relationships • incorrect or insufficient identification of uncertainty and limitations of evidence.	1
The student response does not match any of the descriptors above.	0

Interpreting and Evaluating	**Marks**
The student response has the following characteristics:	4–5

- justified conclusion/s linked to the research question
- justified discussion of the reliability and validity of the experimental process
- suggested improvements and extensions to the experiment that are logically derived from the analysis of evidence

2–3

- reasonable conclusion/s relevant to the research question
- reasonable description of the reliability and/or validity of the experimental process
- suggested improvements and/or extensions to the experiment that are related to the analysis of evidence

1

- inappropriate or irrelevant conclusion/s
- cursory or simplistic statements about the reliability and validity of the experimental process
- ineffective or irrelevant suggestions.

The student response does not match any of the descriptors above. 0